

WHAT IS DIGITAL PEDAGOGY?

TECHNOLOGY IN THE LIBRARY CLASSROOM

HLA 2016 Annual Conference
Hilo, HI

HELLO!

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AGENDA

- Definitions
- Practical Applications
- Reflection
- Group Discussion

SO WHAT ARE WE TALKING ABOUT?

Critical Pedagogy

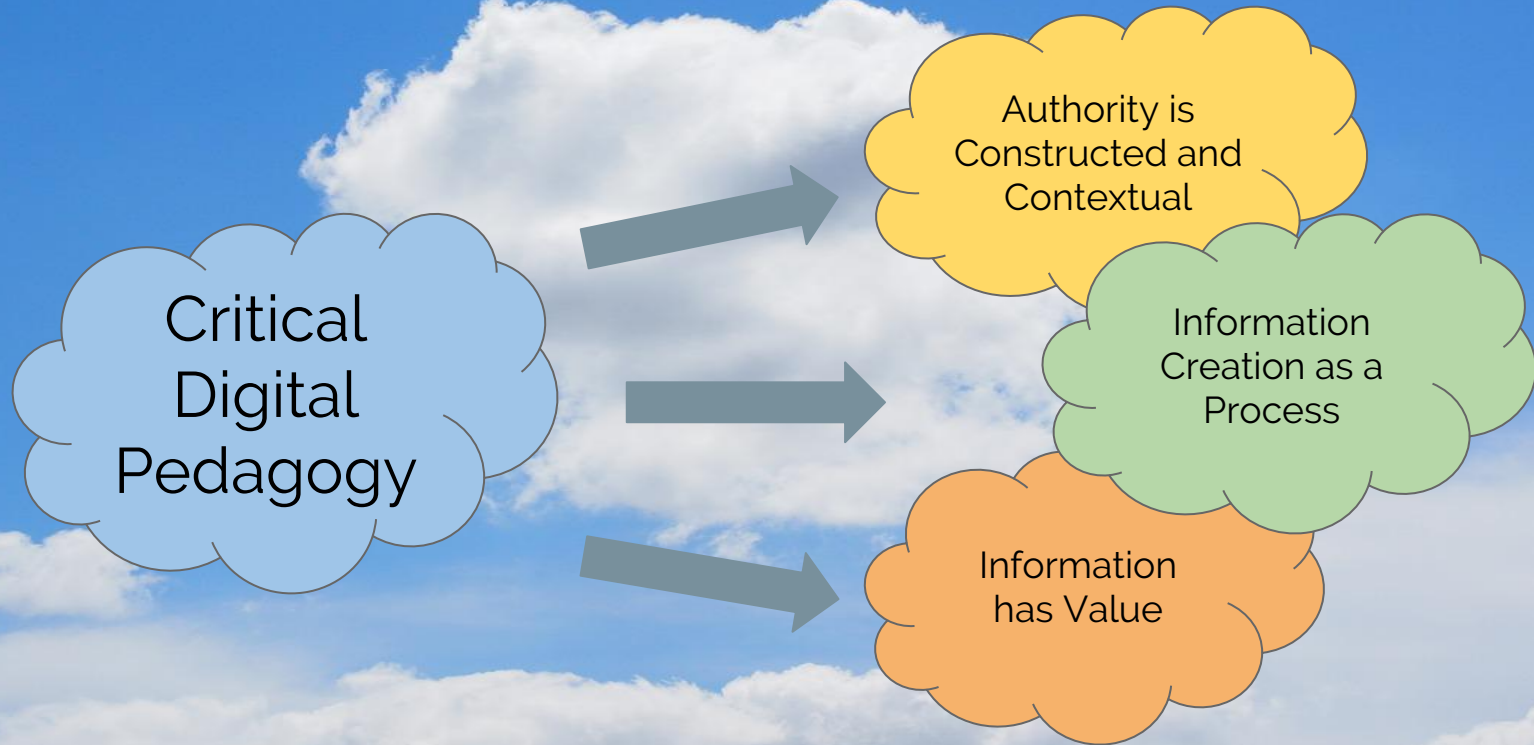
- shapes the *content* and *form* of learning
- recognizes students' *whole selves* and *authority*
- understands how *power relations* influence learning



Critical Digital Pedagogy

- is enabled by the *specific affordances* of digital tools
- encourages *conviviality*
- centers *learning objectives* over specific technologies

CRITICAL DIGITAL PEDAGOGY AND THE *FRAMEWORK FOR INFORMATION LITERACY*

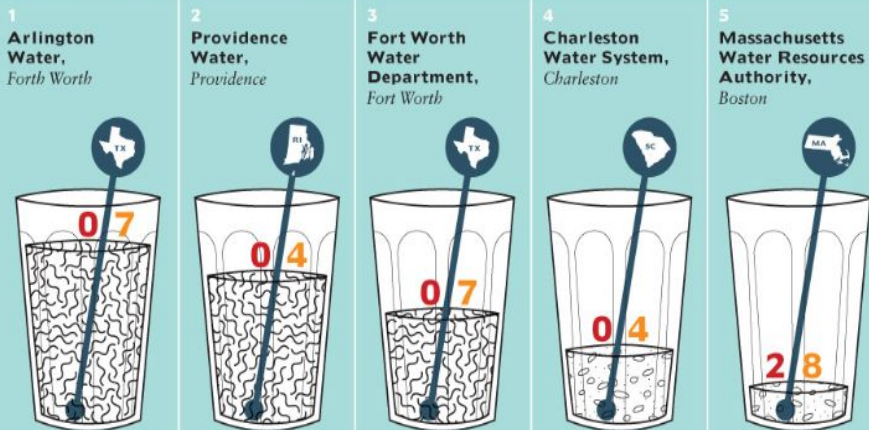


INFOGRAPHICS

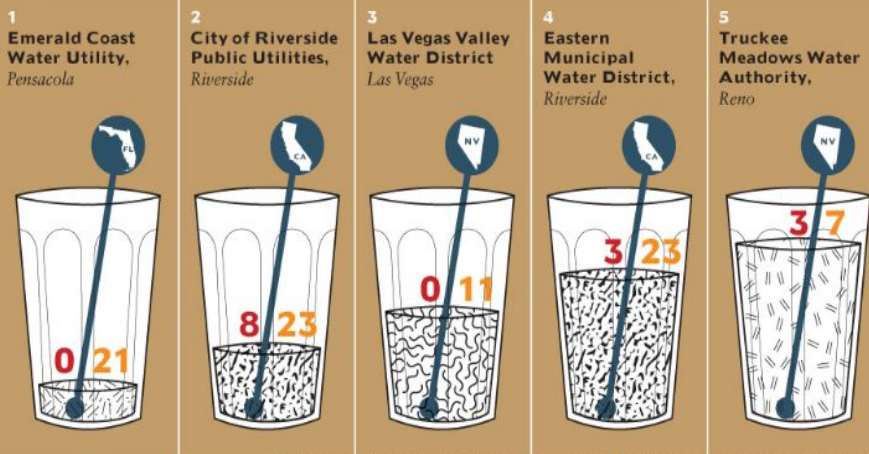
TECHNOLOGY TOOLS IN THE LIBRARY CLASSROOM
FOR SCIENCE STUDENTS



The five **cleanest** U.S. water utilities.



The five **dirtiest** U.S. water utilities



National Average



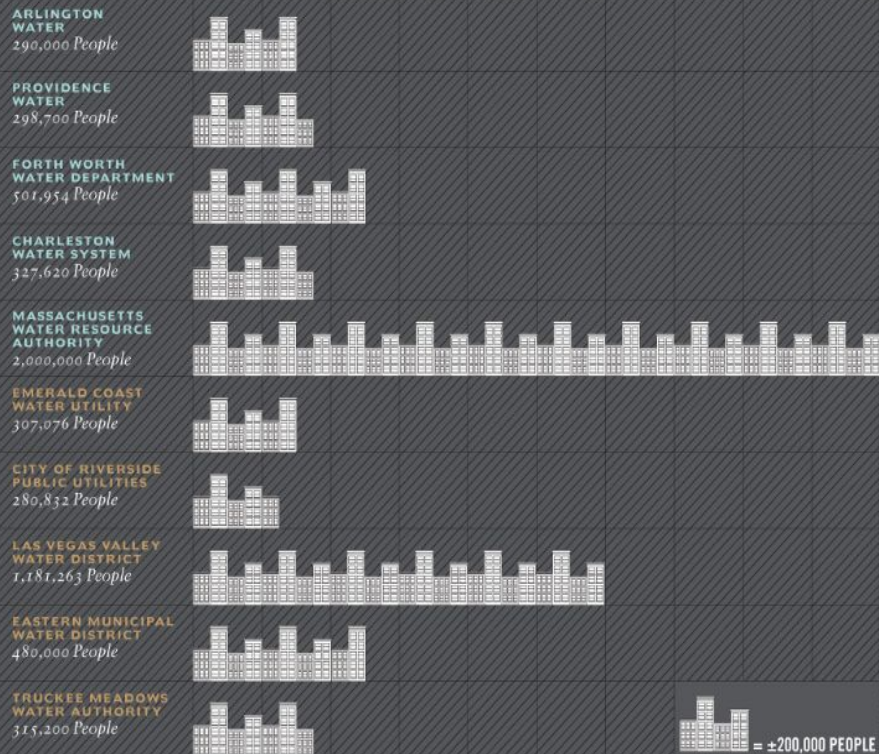
Number of pollutants over legal limit

0.5

4

Number of pollutants over recommended health limit

Population served by these utilities



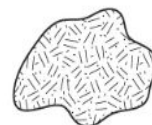
Pollutant of largest concern



Trihalomethanes
are any of four chemicals used in disinfecting products.



Haloacetic Acids
are any of five acids used in disinfecting products.



MTBE
is an additive used in motor fuel. It has been banned in most states.



Perchlorate
is an additive used in fuel for rockets, missiles, and fireworks.



Arsenic
is a poisonous element used in wood preservatives and pesticides

An estimated **46 million** people, or 20.6% of all adults (age 18 years and older) smoke cigarettes in the United States.



INSIDE A TRADITIONAL CIGARETTE



A Breakdown of E-CIGS

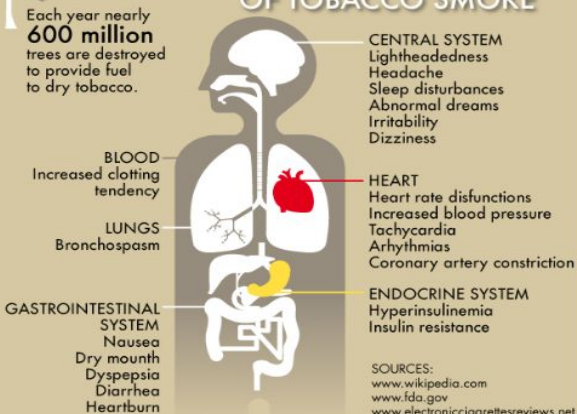
with... *Electronic Cigarettes Reviews.net*
How a one-time-purchase can save your money and maybe your health

An electronic cigarette, or e-cigarette, is an electrical device that simulates the act of tobacco smoking by producing an inhaled mist bearing the physical sensation, appearance, and often the flavor and nicotine content of inhaled tobacco smoke; though without its odor, it is intended to omit the related health risks.



Cigarette smoking causes about 1 of every 5 deaths in the United States each year

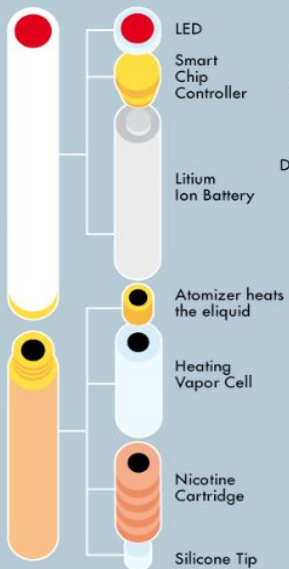
SIDE EFFECTS OF TOBACCO SMOKE



Each year nearly **600 million** trees are destroyed to provide fuel to dry tobacco.

SOURCES:
www.wikipedia.com
www.fda.gov
www.electroniccigarettesreviews.net
www.e-cigarette-forum.com

INSIDE AN ELECTRONIC CIGARETTE



Ultra light **8mg**
Light **12mg**
Full Flavor **16mg**
Disposable **24mg**

NICOTINE DOSAGE



E-CIG BENEFITS

BE MORE PRODUCTIVE AT WORK



47% of employees work in smoke-free environments



82% Indoor workers face some restriction in the workplace on smoking



SMOKE WHERE YOU WANT

GREEN PRODUCT NO WASTE, LIGHTERS, OR ASHTRAYS



worldwide, smokers toss at least **4.5 trillion** cigarette butts each year.



4,000 LESS CHEMICALS THAN CIGARETTES

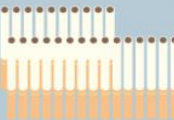
HOW IT WORKS

- 1 The user inhales through a cigarette-looking mouthpiece
- 2 The air-flow triggers a sensor that switches on the atomizer a rechargeable battery-powered heater
- 3 The atomizer vaporizes liquid nicotine in a small cartridge
- 4 The puff of water vapor reaches the lungs, similarly to traditional cigarette smoke
- 5 As the users exhales, a cloud of PEG vapor quickly dissipates

MONTHLY PRICES COMPARISON



DURABILITY



For more info about e-cigarettes please visit...
Electronic Cigarettes Reviews.net
All work © 2012 ElectronicCigarettesReviews.net - All Rights Reserved

WHAT'S THE BIG DEAL ABOUT INFOGRAPHICS?

- Excellent alternative to traditional written assignments.
- Useful in the sciences where complex data and ideas are often communicated through imagery.
- Students respond well to science presented in visual formats.

HOW DO INFOGRAPHICS FIT INTO CRITICAL DIGITAL PEDAGOGY?

- Infographics have potential to reach multiple communities and cultures inside and outside academia.
- Infographics lead to conversation about how technology impacts learning and society.
- Primary focus is on collaboration and content. Learning the technology is secondary.

STRETCH BREAK



EDITING WIKIPEDIA

PUBLIC KNOWLEDGE PRODUCTION IN A HUMANITIES CLASSROOM



Geotagged Articles in English Wikipedia

SOURCE: OXFORD INTERNET INSTITUTE

Article word count

- 1 - 100
- 101 - 250
- 251 - 500
- > 500

Data obtained from Wikipedia in Nov 2011. Mark Graham, Bernie Hogan, Ahmed Medhat, and Richard Farmbrough. Oxford Internet Institute. In collaboration with Ilhem Allagui and Ali Frihida. Funding provided by the IDRC. More info: Mark Graham (t: @geoplace) or www.oii.ox.ac.uk/vis

TALK PAGES CAN REVEAL THE PROCESS AND CONTESTED NATURE OF INFORMATION CREATION



"Indigenous" 2006 [edit]

Seems like the controversy over claims of being "indigenous" (and any special privileges that would entail) should be discussed in the article. I'm more than happy to do a break out section with it, but I don't think it should be removed entirely. -- JereKrischel 07:12, 14 August 2006 (UTC)

The link is still in the federal developments section. Eekadog 13:29, 14 August 2006 (UTC)

I think it's fine to put those links in, but there should be others representing the spectrum of Native Hawaiian perspectives on what it means to be "indigenous" as well. It's one-sided to have links to external documents only for the skeptical POV. I don't have time to add these at the moment, but JereKrischel, even knowing that it goes against your grain, perhaps you would be generous enough to add some links fairly and accurately representing a POV you don't agree with? Mahalo. Arjuna 19:35, 14 August 2006 (UTC)

Great idea Arjuna - I'll find some counter point to balance things out. --JereKrischel 19:37, 14 August 2006 (UTC)

Excellent -- thanks. Arjuna 22:15, 14 August 2006 (UTC)

As a Native Hawaiian I was surprised to see that there was some controversy over the way I and other Hawaiians identified themselves. In all of my 37 years of being Hawaiian I didn't have anyone tell me until now that Hawaii was not my indigenous home. I really believe it is a basic human right for human beings to be able to define who they are. I also believe that Native Hawaiians have a right to define themselves on this page. Ken Conklin's views can better be expressed on the Wikipedia topic of sovereignty with all it's inherent complications. To reference him on a page introducing people to Native Hawaiians seems rather manipulative. You won't find me going to the Wikipedia page trying to define Jews, African Americans, or other groups to which I do not belong. I also wouldn't call it a coincidence if their manner of identification also happened to counter my sociopolitical viewpoints if you catch my drift. I know what is going on here. If somebody wants to point out that there are Holocaust deniers they can do that in a page on the Holocaust but I don't believe it would be appropriate to put that in a page that attempts to introduce Jews to the rest of the world. Keep your politics out of it and let Hawaiians speak for themselves for heaven's sake. Lohiau 04:36, 2 May 2007 (UTC)

I appreciate your point of view Lohiau, but nobody has a "right" here to insist on definitions. In the spirit of WP:NPOV, all viewpoints are welcome and reported. Please read the wikipedia policies on WP:NPOV. Mahalo. --JereKrischel 06:30, 2 May 2007 (UTC)

CLASSROOM ACTIVITY: DISCUSSION OF WIKIPEDIA'S POLICIES

Wikipedia key policies and guidelines	
Overview	Five pillars · Policies and guidelines · List of policies and guidelines (List of policies · List of guidelines)
Project-wide principles	Consensus · Dispute resolution · Editing policy · Ignore all rules · What Wikipedia is not · Wikipedia is not a dictionary
Core content policies	Neutral point of view · No original research · Verifiability
Other content policies	Article titles · Autobiography · Biographies of living persons · Image use
Content guidelines	Citing sources · Don't create hoaxes · Do not include copies of primary sources · External links · Fringe theories · Identifying reliable sources · Notability · Patent nonsense
Behavioural policies	Child protection · Civility · Courtesy vanishing · Edit warring · Harassment · No legal threats · No personal attacks · Ownership of content · Sock puppetry
Behavioural guidelines	Assume good faith · Conflict of interest · Disruptive editing · Do not disrupt Wikipedia to illustrate a point · Etiquette · Gaming the system · Please do not bite the newcomers
Editing guidelines	Article size · Be bold · Disambiguation · Hatnotes · Set index articles · Signatures · Subpages · Talk page guidelines · User pages · Vandalism · WikiProjects
Style conventions	Manual of Style (Contents) · Accessibility (Understandability) · Dates and numbers · Images · Layout · Lead section · Linking · Lists
Classification guidelines	Categories, lists, and navigation templates · Categorization · Template namespace
Deletion policies	Attack page · Criteria for speedy deletion · Deletion policy · Oversight · Proposed deletion · Proposed deletion of BLP · Proposed deletion (books) · Revision deletion
Wikimedia Foundation	List of policies · Licensing and copyright · Privacy policy · Values
 Book ·  Category: Policies / Guidelines	

REFLECTION & DISCUSSION POINTS

How do different technologies allow us to make different kinds of critical interventions in our classrooms or professional practice?

How does the use of technology enable (or hinder) these interventions?

How does the effective use of technology for instruction vary in different contexts (eg. academic library workshop vs public library class)?



BIBLIOGRAPHY: [HTTPS://GOO.GL/WWSPJT](https://goo.gl/wwsptj)

ANY QUESTIONS?

